

Hall Institute
PO Box 119
Columbia, S. C. 29202

Grades	K-12 Elementary School	
Enrollment	57 Students	
Principal	Patricia W. Brown	803-898-1488
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	64	14

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

N/A

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	No
2004	N/A	N/A	No
2005	Unsatisfactory	Unsatisfactory	N/A

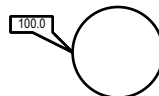
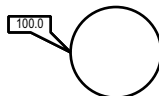
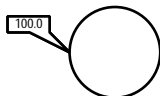
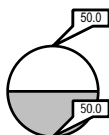
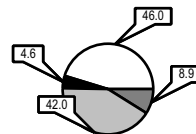
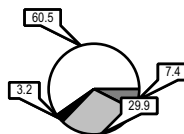
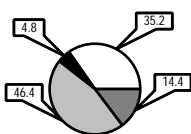
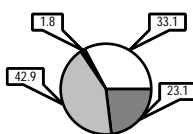
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	15	93.3	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Gender									
Male	10	100.0	I/S	I/S	I/S	I/S	I/S		
Female	5	80.0	I/S	I/S	I/S	I/S	I/S		
Racial/Ethnic Group									
White	7	85.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A
African American	8	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	10	90.0	I/S	I/S	I/S	I/S	I/S		
Disabled	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	15	93.3	I/S	I/S	I/S	I/S	I/S		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	15	93.3	I/S	I/S	I/S	I/S	I/S		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	15	93.3	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	15	93.3	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Gender									
Male	10	100.0	I/S	I/S	I/S	I/S	I/S		
Female	5	80.0	I/S	I/S	I/S	I/S	I/S		
Racial/Ethnic Group									
White	7	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
African American	8	87.5	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S		
Disabled	5	80.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	15	93.3	I/S	I/S	I/S	I/S	I/S		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	15	93.3	I/S	I/S	I/S	I/S	I/S		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	15	93.3	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	15	86.7	I/S	I/S	I/S	I/S	I/S
Gender							
Male	10	90.0	I/S	I/S	I/S	I/S	I/S
Female	5	80.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	7	85.7	I/S	I/S	I/S	I/S	I/S
African American	8	87.5	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S
Disabled	5	60.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	15	86.7	I/S	I/S	I/S	I/S	I/S
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	15	86.7	I/S	I/S	I/S	I/S	I/S
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	15	86.7	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	15	93.3	I/S	I/S	I/S	I/S	I/S
Gender							
Male	10	100.0	I/S	I/S	I/S	I/S	I/S
Female	5	80.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	7	100.0	I/S	I/S	I/S	I/S	I/S
African American	8	87.5	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S
Disabled	5	80.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	15	93.3	I/S	I/S	I/S	I/S	I/S
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	15	93.3	I/S	I/S	I/S	I/S	I/S
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	15	93.3	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	N/A	N/A	N/A	N/A	N/A	N/A
	6	2	100.0	N/A	N/A	N/A	N/A	N/A
	7	5	100.0	N/A	N/A	N/A	N/A	N/A
	8	2	100.0	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	3	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	2	100.0	N/A	N/A	N/A	N/A	N/A
	7	4	75.0	I/S	I/S	I/S	I/S	I/S
	8	5	100.0	I/S	I/S	I/S	I/S	I/S
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	N/A	N/A	N/A	N/A	N/A	N/A
	6	2	100.0	N/A	N/A	N/A	N/A	N/A
	7	5	100.0	N/A	N/A	N/A	N/A	N/A
	8	2	100.0	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	3	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	2	50.0	N/A	N/A	N/A	N/A	N/A
	7	4	100.0	I/S	I/S	I/S	I/S	I/S
	8	5	100.0	I/S	I/S	I/S	I/S	I/S
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	3	66.7	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	2	50.0	N/A	N/A	N/A	N/A	N/A
	7	4	100.0	I/S	I/S	I/S	I/S	I/S
	8	5	100.0	I/S	I/S	I/S	I/S	I/S
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	3	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	2	50.0	N/A	N/A	N/A	N/A	N/A
	7	4	100.0	I/S	I/S	I/S	I/S	I/S
	8	5	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 57)				
First graders who attended full-day kindergarten	100.0%	N/A	100.0%	100.0%
Retention rate	10.0%	Down from 22.9%	3.9%	3.0%
Attendance rate	99.9%	Up from 99.5%	95.9%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	14.3%	Down from 30.0%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	14.3%	Down from 20.0%	5.4%	3.2%
Eligible for gifted and talented	0.0%	No change	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	25.7%	Up from 24.1%	8.1%	8.2%
Older than usual for grade	36.8%	Down from 43.6%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 10)				
Teachers with advanced degrees	70.0%	Down from 77.8%	50.0%	52.6%
Continuing contract teachers	70.0%	Down from 77.8%	77.1%	83.3%
Highly qualified teachers	75.0%	Up from 71.4%	92.2%	93.5%
Teachers with emergency or provisional certificates	22.2%	Up from 11.1%	3.0%	0.0%
Teachers returning from previous year	90.3%	No change	83.0%	87.0%
Teacher attendance rate	94.7%	Down from 95.7%	94.9%	95.0%
Average teacher salary	\$46,378	Up 3.4%	\$40,215	\$41,703
Prof. development days/teacher	9.3 days	Up from 5.0 days	14.3 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	7.1 to 1	Up from 6.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	94.2%	Down from 95.1%	88.7%	89.8%
Dollars spent per pupil*	\$15,517	Up 16.4%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	93.4%	Down from 94.7%	63.5%	65.8%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	24.9%	Down from 43.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hall School is a residential facility that serves students requiring inpatient mental health services. Unless medically unadvisable, students are expected to participate in educational activities which will prepare them to meet South Carolina learning standards and score as well as their abilities allow on state standardized tests. Each student has the opportunity to participate in a core course curriculum taught by certified teachers during his/her hospital stay. A special tutoring program manned by the teaching staff and a computer curriculum review program (Computer Curriculum Corporation Lab) are utilized to help students gain and/or maintain academic skills while hospitalized. The staff at Hall School concentrates on finding ways to academically involve students who are experiencing a variety of disruptive life problems.

Our teaching staff strives to maintain the same or similar standards and procedures the students would find in their home school. This is done to keep students acclimated to the expectations and requirements of their home schools and help them transition back to those schools as soon as their hospital stay is completed.

Our staff development focus for the 2005-06 school year is to continue to train our teachers to increase the variety of strategies used to encourage reluctant and struggling learners to become actively involved in the learning process and improve their academic achievement.

Patricia Brown, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	9	0	0
Percent satisfied with learning environment	88.9%	N/R	N/R
Percent satisfied with social and physical environment	66.7%	N/R	N/R
Percent satisfied with school-home relations	I/S	N/R	N/R

*Only students at the highest elementary school grade level at this school and their parents were included.